

## GRADE 12 STANDARDS AND LEARNING ACTIVITIES

**Strand: Language Development** *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

### DISCUSSION

**12.LD-D.1.** Evaluate how well participants engage in discussions, and participate in a formal and an informal meeting or on a television news discussion program.

*Example: Students work in groups to discuss similarities and differences in the social and political contexts for the views of Thoreau, Gandhi, and Martin Luther King, Jr., on civil disobedience. Then they summarize what they learned from the discussion, noting those similarities and differences. They evaluate their participation in the group project.*

### QUESTIONING, LISTENING, AND CONTRIBUTING

**12.LD-Q.2.** Distinguish between inductive and deductive reasoning in an argument.

*Example: Students practice with the two forms of reasoning. For example, in deductive reasoning, students conclude that something must be true because it is a special case of a general principle that is known to be true (e.g., If I place wood in the fire, it will burn.). With inductive reasoning, students construct a general principle from special cases they've seen to be true (e.g., Every time in the past when I have placed a substance that I believed to be wood in the fire, it has burned. I assume that this will happen in the future if I have some wood and I place it in the fire.).*

**12.LD-Q.3.** Identify logical fallacies present in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagoning).

*Example: Students review a selection of political speeches and advertising for their attempts to produce strong emotions in place of evidence for a claim. Students work to distinguish between what inspires emotions and what justifies the claim.*

**12.LD-Q.4.** Analyze the four basic types of persuasive speeches (propositions of fact, value, problem, or policy) and their use of patterns of organization, persuasive language, reasoning, and proofs.

*Example: Students evaluate campaign documents from different candidates for a local or school election or opposing position papers on a policy issue, such as building a new state highway or raising taxes, and critique the arguments set forth. They address such issues as how candidates/supporters of an issue try to persuade readers by asserting their authority on the issues and appealing to reason and emotion among readers.*

**12.LD-Q.5.** Recognize and use elements of classical speech form (introduction, first and second transitions, body, and conclusion), formulating sound, rational arguments and applying the art of persuasion and debate.

### ORAL PRESENTATION

**12.LD-O.6.** Create a rubric (scoring guide) based on categories generated by the teacher and students (content, organization, presentation style, vocabulary) to prepare, improve, and assess the presentations listed in this section.

*Example: Students design their own rubric to evaluate oral presentations. Before a review panel of students, family, teachers, and community experts, students justify these criteria and explain how they will apply them.*

**12.LD-O.7.** Formulate and deliver sound, rational arguments that are well supported with evidence appropriate to the audience and context, and use clear enunciation and appropriate organization, gestures, tone, and vocabulary.

*Example: Students deliver pro and con arguments about the views of Thoreau, Gandhi, and Martin Luther King, Jr., on civil disobedience.*

**Strand: Language Development** *(continued)*

**VOCABULARY DEVELOPMENT**

**12.LD-V.8.** Trace the etymology of significant terms used in core content areas (e.g., social studies, science).

*Example: Students apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about new words that have been created in the fields of science and math (gene splicing, genetic engineering). Students trace the etymology of the terms.*

**12.LD-V.9.** Use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references as needed.

**Strand: Informational Text** *(Continue to address earlier standards as needed and as they apply to more difficult text.)***EXPOSITORY TEXT**

**12.IT-E.1.** Infer subtly stated or implied cause-and-effect relationships and analyze the essential elements that elaborate them.

*Example: Students read a variety of informational materials (biography, diary, textbook, encyclopedia, magazine article) on the Depression and write a report using an appropriate organizational structure.*

**12.IT-E.2.** Discern which details, although they may appear in different sections throughout a passage, support important points in more challenging passages.

**12.IT-E.3.** Critique the effectiveness of the organizational pattern (e.g., logic, focus, consistency, coherence, visual appeal) of text.

*Example: Students analyze speeches of Winston Churchill to examine the way his language and organizational patterns influence the impact of his message.*

**12.IT-E.4.** Determine the accuracy and truthfulness of one source of information by examining evidence offered in the material itself and by comparing the evidence with information from multiple sources.

*Example: Students analyze and critique the appeals made by colleges and universities in their publicity materials. They check these claims against other documents and analyze them for their veracity and effectiveness.*

**12.IT-E.5.** Compare (and contrast) readings on the same topic by explaining how authors reach the same or different conclusions based on differences in evidence, reasoning, assumptions, purposes, beliefs, or biases.

*Example: Students read two political columnists who take opposite sides of an issue in The Washington Post or The Washington Times. Working backwards from the authors' conclusions, students identify the assumptions, reasoning and evidence that seem to account for the differences.*

**DOCUMENT AND PROCEDURAL TEXT**

**12.IT-DP.6.** Analyze how the patterns of organization, hierarchic structures, repetition of key ideas, syntax, and word choice influence the clarity and understandability of document and procedural text (e.g., manuals, product support material, contracts, applications).

*Example: Students evaluate college applications for their clarity and understandability.*

**12.IT-DP.7.** Evaluate the logic within document and procedural text such as manuals, product support material, and contracts.

*Example: Students evaluate the logic of manuals that outline state and federal work safety laws. They verify information by checking with an employer about internal company policies on employee safety.*

**Strand: Informational Text** *(continued)***ARGUMENT AND PERSUASIVE TEXT**

**12.IT-A.8.** Evaluate the effectiveness of the logic and use of evidence in an author's argument.

**12.IT-A.9.** Evaluate the merits of an argument, action, or policy by citing evidence offered in the material itself and by comparing the evidence with information available in other sources.

*Example: Students read local newspapers over several days or weeks and study editorials, letters to the editor, and articles on subjects like community service, local educational issues, or local government policies. They choose a topic they want to address and research it through interviews, the Internet, or print resources. Students defend their point of view by preparing a written argument with supporting detail.*

**12.IT-A.10.** Evaluate the effectiveness of an author's use of rhetorical devices in a persuasive argument.

*Example: Students examine Aleksandar Hemon's short story "Imitation of Life." Students examine how and why lines blur between implicit and explicit arguments in literature, which is produced, in part, for artistic and political reasons.*

**12.IT-A.11.** Identify unexamined presumptions in an argument – that is, determine if the presumptions are false, whether the argument fails or not.

**12.IT-A.12.** Evaluate persuasive sources for adherence to ethics.

*Example: Students analyze Nelson Mandela's "I Am Prepared to Die" statement delivered at his trial (1964) and F.W. de Klerk's 1990 speech on the eve of Nelson Mandela's release from prison for their adherence to ethics.*

**Strand: Literary Text** (Continue to address earlier standards as needed and as they apply to more difficult text.)

### CONNECTIONS

**12.LT-C.1.** Relate literary works and their authors to the political events and seminal ideas of their eras.

*Example: Students create Web pages that demonstrate understanding of the social or political philosophy of several writers of a historical period, a literary movement, or public issue using primary source documents as tools. For example, students begin by reading Victor Hugo's Les Misérables.*

### GENRE

**12.LT-G.2.** Analyze characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay, or editorial.

*Example: As students read Joseph Heller's Catch 22, students consider: "Satirists harbor some distaste for the establishment and are most effective only when they present their message subtly. One way to present the savage follies of human beings more subtly is to create a fictional world in which humor, irony, circular logic, and double talk are used to make the disturbing vulgar and the gruesome more palatable." They evaluate the novel as an effective piece of satire based on the criteria in the statement. Other selections include Jonathan Swift's Gulliver's Travels and A Modest Proposal.*

### THEME

**12.LT-T.3.** Analyze and compare texts that express a universal theme (e.g., the incomprehensibility of life's tragedies, the tragic flaw of a hero or heroine), providing textual evidence (e.g., examples, details, quotations) of the identified theme.

*Example: Students compare Sophocles' play Antigone and Robert Bolt's play A Man for All Seasons, or Mark Twain's book The Adventures of Huckleberry Finn and Rudyard Kipling's book Kim, as cross-cultural examples of a similar theme and locate words or passages that support their understanding.*

**12.LT-T.4.** Analyze a writer's word choice and imagery and connect them to theme and/or tone and mood, providing evidence from the text to support the analysis.

### FICTION

**12.LT-F.5.** Explain how irony, tone, mood, style, and sound of language are used for specific rhetorical, aesthetic purposes.

*Example: Students read Paradise as an example of complex narrative structure. How does Morrison deliberately obscure clarity and why is this technique effective? Students examine Morrison's structural roots, which come in part from Faulkner, and discuss the idea of structure and clarity as an authorial decision. Other selections might include Richard Wright's "Eight Men" and Zora Neale Hurston's Dust Tracks on a Road.*

**12.LT-F.6.** Use several critical lenses (Marxist, feminist, biographical) to interpret literary works.

*Example: Students analyze events, point of view, and characterization in Toni Morrison's The Bluest Eye in light of Stanley Crouch's criticism of her work, and conduct a class debate on the validity of his criticism. They then construct their own critical approaches to Morrison's work.*

**12.LT-F.7.** Analyze the effects of different points of view in a collection of short stories illustrating a variety of points of view.

*Example: Students use the resource Points of View by James Moffett and Kenneth McElheny to review short stories by Jorge Louis Borges, Nathaniel Hawthorne, Ernest Hemingway, and James Joyce. Students also read William Faulkner's The Sound and the Fury and outline how each "voice"/chapter tells the same story from four different points of view. Students write a one-paragraph description of themselves from three different points of view.*

**Strand: Literary Text (continued)****LITERARY NONFICTION**

**12.LT-LNF.8.** Evaluate the literary elements and techniques in several classical essays and historical speeches.

*Example: Students analyze Night Country by Loren Eiseley, or several essays by Lewis Thomas or Stephen Jay Gould, and then explain and evaluate how these authors choose their language and organize their writing to help the general reader understand the scientific concepts they present.*

**12.LT-LNF.9.** Analyze differences between informal personal essays that reflect more of the author's personal feeling and formal impersonal essays that present ideas removed from the personal circumstances prompting them.

*Example: Students read essays written by such authors as Russell Baker, Erma Bombeck, George Orwell, Betrand Russell, Susan Sontag, Voltaire, E.B. White, and Virginia Woolf and analyze the different perspectives and writing styles.*

**POETRY**

**12.LT-P.10.** Analyze the effectiveness and effect of diction and imagery (controlling images, understatement, overstatement, irony, paradox, allusion, apostrophe, oxymoron, pun, synecdoche, metonymy) in conveying meaning.

*Example: Students consider how and why Brigit P. Kelley's "Song" works as a lyrical poem. They focus on diction and word choice. Students replace Kelley's vocabulary in a two to five line passage with less distinct words. Then they compare the quality of the original passage with the new version. This exercise can lead to a discussion about taste and aesthetics.*

**12.LT-P.11.** Identify, respond to, and analyze the effects of the form and dramatic structure of ballads, elegies, sonnets, heroic couplets, odes, and villanelles.

*Example: Students examine poems to explore the effects of the form and dramatic structure of a range of poetry such as Mark Strand's "Keeping Things Whole," Elinor Wylie's "Sea Lullaby," Louis MacNeice's "Prayer Before Birth," Margaret Walker's "Lineage," A.E. Housman's "To an Athlete Dying Young," W. H. Auden's "Unknown Citizen," Emily Dickinson's "I Taste a Liquor Never Brewed," and Percy Bysshe Shelley's "Ozymandias." They report their findings to the class, compare observations, and set guidelines for further study.*

**DRAMA**

**12.LT-D.12.** Demonstrate understanding of various dramatic conventions (dialogue, dramatic irony, character foils, comic relief) by writing and designing an original play.

*Example: Before students write their own plays, they read the two published versions of Rita Dove's Darker Face of the Earth in which the protagonist's fate changes from one version to the next. They discuss how Dove changed the ending of her play to shift her argument about human suffering. Students create a third new ending for the play or begin work on their own plays with an understanding of author intent.*

**12.LT-D.13.** Analyze the influence of classical Greek drama on modern plays.

*Example: Students analyze the influence of Greek drama on Eugene O'Neill's Mourning Becomes Electra and Jean Anouilh's Antigone.*

**Strand: Literary Text** *(continued)***STYLE AND LANGUAGE**

**12.LT-S.14.** Analyze and compare style and language among significant cross-cultural literary works.

*Example: Students read and discuss, concurrently, two disparate texts that show the usage of archetypes for similarities and differences in style and language. For example, they compare The Odyssey and Beloved – selections that both make use of “the journey.”*

**TRADITIONAL NARRATIVE AND CLASSICAL LITERATURE**

**12.LT-TN.15.** Read and interpret world literature drawn from pre-20th-century authors and know many of the important authors and key works from those eras.

*Example: Students read and interpret such authors as Fyodor Dostoyevsky, Jane Austen, Charles Dickens, and Leo Tolstoy.*

**12.LT-TN.16.** Identify and analyze a variety of literary and nonliterary landmarks in the history and evolution of the English language that served as major sources of influence on later generations of writers.

*Example: Students read Beowulf, Chaucer’s Canterbury Tales, Shakespeare’s plays, selections from the King James Version of the Bible, John Milton’s poems, selections from John Locke’s Royal Society for the Improvement of the English Language, and selections from Addison and Steele’s essays and the first novel.*

**Strand: Research** *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

**12.R.1.** Formulate original, open-ended questions to explore a topic of interest; design and carry out research.

- Define and narrow a problem or research topic.
- Gather relevant information from a variety of print and electronic sources (books, magazines, newspapers, journals, periodicals, the Internet), as well as from direct observation, interviews, and surveys.
- Skim and scan text to locate specific facts and important details by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indexes, key/guide words, topic sentences, concluding sentences, endnotes, footnotes, bibliographic references) in expository text.
- Organize information from both primary and secondary sources by taking notes, outlining ideas, and paraphrasing information and by creating charts, conceptual maps, and/or timelines.
- Make distinctions about the origins, credibility, reliability, consistency, strengths, limitations, and overall quality of resources, including information gathered from Web sites.
- Present research using the standards in the Writing strand and technology as appropriate.
- Document information and quotations, and use a consistent format for footnotes or endnotes.
- Use standard bibliographic format to document sources (e.g., MLA, APA, CMS).

*Example: Students research and analyze the ideas of several current African American intellectuals. For example, they study and compare the ideas of Henry Louis Gates, bell hooks, Shelby Steele, and Stanley Crouch and discuss assumptions about race, power and class. Afterward, they write papers that critique the theorists and present their own ideas.*

**Strand: Writing** (Continue to address earlier standards as needed and as they apply to more difficult text.)

#### IMAGINATIVE WRITING

**12.W-I.1.** Write a short story that

- narrates a sequence of events and communicates its significance to the audience;
- locates scenes and incidents in specific places;
- develops the narrative elements with concrete sensory details and language (e.g., visual details of scenes; descriptions of sounds, smells, specific actions; movements and gestures; feelings of characters); and
- effectively paces the presentation of actions to accommodate time/mood changes.

*Example: After reading Elizabeth Bishop's "In the Waiting Room," students write their own first-time realizations of their identities. Students ground these realizations in specific, tangible ways.*

#### EXPOSITORY WRITING

**12.W-E.2.** Write interpretations of literary or expository reading that

- demonstrate a grasp of the theme or purpose of the work;
- analyze the use of imagery, language, and unique aspects of text;
- support key ideas through accurate and detailed references to the text or to other works;
- demonstrate awareness of the effects of the author's stylistic and rhetorical devices; and
- assess the impact of perceived ambiguities, nuances, and complexities within text.

*Example: Students write extended, original criticism that involves focused reading, analysis, and revision. Students choose two to three texts and read them outside of class. The texts reflect the students' interests and supplement the focus of the senior English course. For example, a senior English class that focuses on family might suggest that the students pick books related to family issues. After reading their individual books, students then meet with teachers to discuss thesis statements and angles of criticism. Afterwards they begin the writing and revision process.*

**12.W-E.3.** Construct arguments that

- present a cogent thesis;
- structure ideas in a sustained and logical fashion;
- use a range of strategies to elaborate and persuade, such as descriptions, anecdotes, case studies, analogies, and illustrations;
- clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning;
- anticipate and address readers' concerns and counterclaims with evidence;
- demonstrate understanding of purpose and audience; and
- provide effective introductory and concluding paragraphs that guide and inform the reader's understanding of key ideas and evidence.

*Example: Students write a statement/essay that examines the relationship between personal and community standards. Where do they come into conflict, and where do they diverge? For example, students write about the conflicts surrounding stem cell research. How do their own views compare with national ideas? They present their ideas in a sustained and logical fashion.*



**Strand: Writing** *(continued)***EXPOSITORY WRITING (CONTINUED)****12.W-E.4.** Write an extended research essay that

- requires the student to engage in self-directed research;
- engages the reader by establishing a context;
- uses an organizing structure appropriate to purpose and specified audience;
- organizes evidence in support of a thesis and related claims, including information on relevant perspectives;
- conveys information and ideas from primary and secondary sources accurately and coherently;
- paraphrases and summarizes different perspectives on the topic as appropriate;
- makes distinctions about the relative value and significance of specific data, facts, and ideas;
- anticipates and addresses the reader's potential misunderstandings, biases, and expectations with evidence;
- employs technologies and graphics as appropriate;
- provides a clear and coherent conclusion;
- cites research sources according to standard format for works cited; and
- is completed within a set time frame.

*Example: Students compose an essay on Alexis de Tocqueville's 1830s observations on American political and social life. They examine other historical documents to determine how accurate and perceptive de Tocqueville's analysis was and how his views of society reflect the United States today.*

**REVISION**

**12.W-R.5.** Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.

**Strand: Media** *(Continue to address earlier standards as needed and as they apply to more difficult text.)*


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**12.M.1.** Evaluate the aural, visual, and written images and other special effects used in television, radio, film productions, and the Internet for their ability to inform, persuade, and entertain (e.g., anecdote, expert witness, vivid detail, tearful testimony, humor).

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*Example: Students compare and contrast the lead-in graphics of three newscasts from the same day.*

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**12.M.2.** Examine the intersections and conflicts between the visual (such as media images, painting, film, and graphic arts) and the verbal.

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*Example: Students study multi-genre artists (e.g., painters who use text or dancers who use video projections) and discuss the overlap, tension, and effectiveness of the expression.*

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**12.M.3.** Create coherent multimedia presentations that combine text, image, and sound, synthesizing information from a wide range of sources, test audience response, and revise the presentation accordingly.

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*Example: Students prepare a commencement presentation that will appeal to fellow graduates as well as their relatives and friends and to other students in the audience. They include clips of television broadcasts, videos, films, and music that were significant in some way to the class.*

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**Strand: English Language Conventions** *(Continue to address earlier standards as needed and as they apply to more difficult text.)*


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**12.EL.1.** Demonstrate control of grammar, paragraph and sentence structure, diction, and usage.

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**12.EL.2.** Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

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**12.EL.3.** Reflect appropriate manuscript requirements in writing.

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